



אוניברסיטת בן-גוריון בנגב
Ben-Gurion University
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Pedagogical Leadership in Practice: Three Important Lessons

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“Pedagogical Leadership and (Self) Evaluation”

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Cyprus and Israel



	Cyprus	Israel
Capital	Nicosia	Jerusalem
Official languages	Greek & Turkish	Hebrew & Arabic
Independence	1960	1948
Area	9,251 km ²	20,770 km ²
Population	1,190,000	8,050,000
Students K-12	100,000	1,650,000
teachers	11,000	165,000
Schools	455	4,580



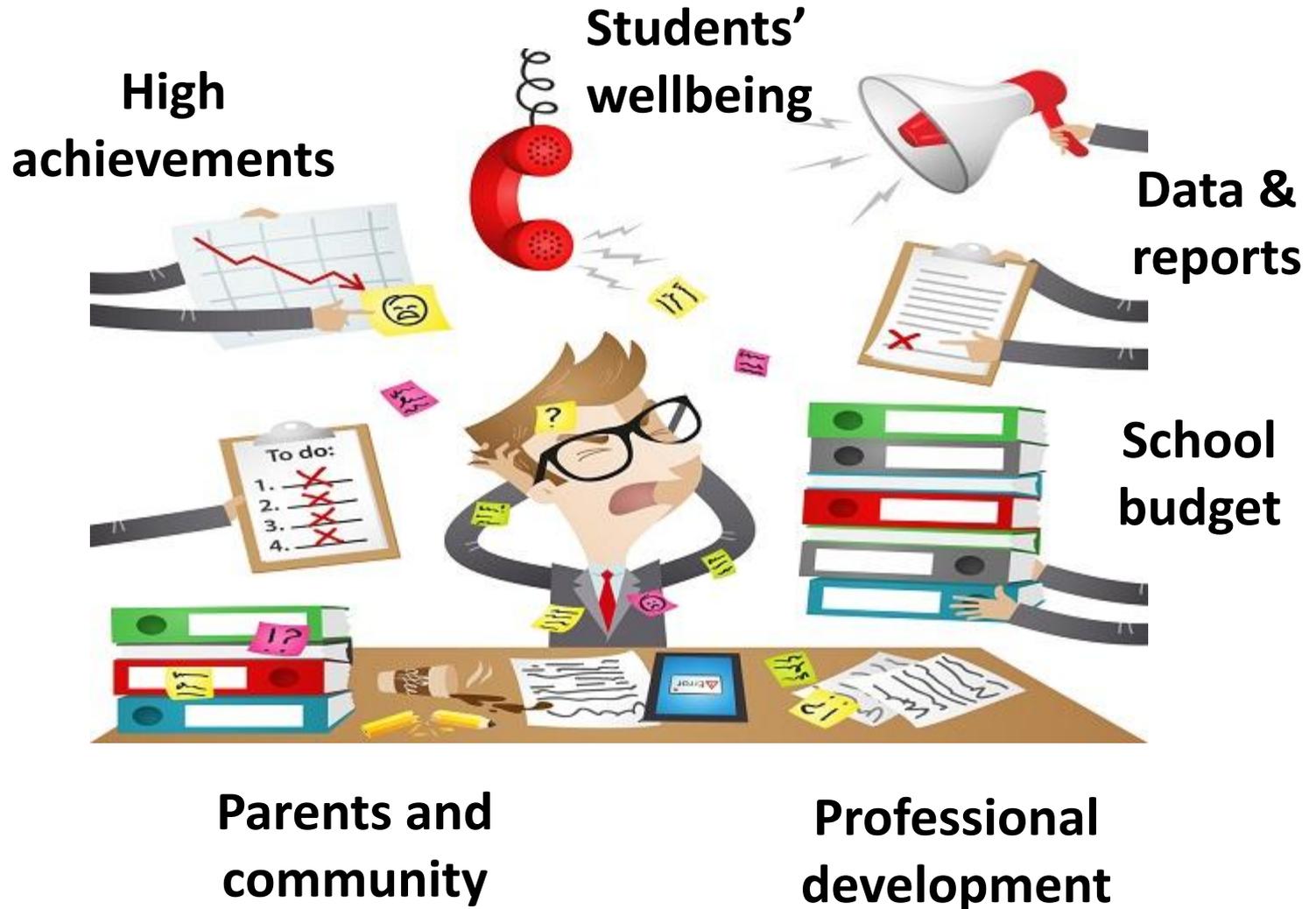
Pedagogical leadership

Developing social and academic capital for students,
and Intellectual and professional capital for teachers

Thomas J. Sergiovanni (1998) Leadership as pedagogy, capital development and school effectiveness, *International Journal of Leadership in Education*, 1:1, 37-46,



Competing tasks and goals





Lessons learned from successful school principals

- 20 Israeli schools
- 150 schools from 25 countries in the ISSPP - International Successful School Principals Project

School success defined by:

- 1. *High academic achievement***
- 2. *Nurturing school culture***
- 3. *High reputation***



Three important practices

- Choosing and developing the right mid-level leaders



Someone to work with

- Mapping student improvement



Toward pedagogical goals

- Follow-up and interactive feedback



For learning from success and failure



Mid-level leaders

Choosing mid-level leaders based on shared values and skills, requires:

- Clarifying role definitions
- Providing pedagogical reasoning
- Supplying resources (time, place, etc.)
- Reward and backup

Benefits:

Elaborating and strengthening the school's shared vision

Developing a culture of trust

Working together toward the same goals

Weaknesses:

Can take years

Principal overload when the right mid-level leaders can't be found





Mapping student improvement

Promoting students' learning by providing them with a suitable learning environment, requires:

- Mapping each student's mastery of the skills and subjects learned
- Analysing the reasons for problems and challenges
- Developing and applying proper teaching methods
- Rechecking each student after given period

Benefits:

Promotes teachers' Intellectual and professional capital by enhancing their abilities to:

- Develop evaluation tools (test, exam, assignment, etc.)
- Analyse problems emerging from students' outcomes
- Diversify and improve teaching practices for adjusting different students' needs

Develops students' social and academic capital by:

- Personal interaction in which teacher sees them, cares for them and believes in their potential
- Succeed in academic tasks
- Enhances students' motivation and self-confidence

Weaknesses: Teachers have to:

- Learn new knowledge about teaching and learning
- Work in teams
- Invest time to develop new methods and change their lesson plan





Follow-up and interactive feedback

As teachers are required to follow-up their students, the principal should follow-up the mid-level leaders by:

- Requesting data and evidence of students' improvement
- Using the data on interactive feedback for:
 - Discovering what succeeded and what went wrong
 - Making data-driven decisions on the next steps
 - Setting a further meeting for reviewing the changes
- Self-reflecting about your part in the process



Benefits:

- Developing a learning organization that uses problems as opportunities for growth
- Empowering the mid-level leaders
- Improving the ability to lead from students' achievements back to teachers' and principal's practices

Weaknesses:

- It takes time
- It exposes participants' and teachers' vulnerability



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